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THE EDUCATIONAL MOVEMENT
IN THE
RUMANIAN PEOPLE'S REPUBLIC
IN THE SCHOOLYEAR 1956-1957

THE MINISTRY OF EDUCATION AND CULTURE
OF THE RUMANIAN PEOPLE'S REPUBLIC
BUCHAREST 1957

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DEVELOPEMENT OF EDUCATION IN THE RUMANIAN PEOPLE'S REPUBLIC IN THE SCHOOLYEAR 1956—1957

In recent years, education in the Rumanian People's Republic has been greatly developed and essentially transformed as regards its organization as well as its contents.

Broad possibilities have been created for the development of education of every grade, better and better conditions being provided for the instructive-educational process.

The aim of education and of the instructive and educational activity in the Rumanian People's Republic, is the manysided theoretical and practical development of our youth.

In view of this aim, a whole series of steps have been taken during the schoolyear 1956/1957, to improve the manysidedness of education.

I. ORGANIZATION OF EDUCATION

1. Pre-School Education

Children of 3—7 attend pre-school units which are organized in age-groups (children aged 3—5, 5—6 and 6—7).

There are different types of pre-school units.

— Kindergartens with a normal time-table, attached to enterprises, institutions and people's councils (9—10 hours).

— Kindergartens with reduced time-table (6 hours).

— Kindergartens in the countryside (6—12 hours).

— Pre-school children's houses. During the schoolyear 1956—57, special attention has been paid by the state to pre-school education.

The number of kindergartens has increased to 6,527 units, the number of children to 276,673.

The kindergartens have been endowed with adequate furniture and varied didactic material.

2. General Culture education

General culture education comprises the following categories of school units :

- elementary four year education (First to fourth form) ;
- seven year education (first to seventh form).
- secondary eleven year education (first to eleventh form).

a) Elementary Four-Year Education

Elementary education (first to fourth form) is general, compulsory and gratuitous and it comprises children from 7—11.

Owing to the conditions that have been created in the Rumanian Peoples's Republic, all the children having attained school age, are included in the elementary forms I—IV. (in the schoolyear 1938—39, only 72 per cent of the children having attained school-age).

In the schoolyear 1956—57, the number of school units comprising forms I—IV, was 15.920, in which 1,296,074 pupils were included.

b) Seven Year Elementary Education (First to Seventh Form)

In view of a better organization of seven-year elementary education in the schoolyear 1956—57, the network of schools has been rationalized, strong school units being set up with farms having a large number of pupils ; there are even parallel forms in a great number of schools.

In comparison with the preceding schoolyear, the percentage of the pupils who have been promoted from the fourth form into the fifth, has risen to 109.6%.

The number of school units comprising forms V to VII, is 4,603, including 407,382 pupils.

c) Secondary Education (First to Eleventh Form)

In the schoolyear 1956—57, the number of secondary schools for general culture has increased by 33 units (from 309

secondary schools which existed in 1955—56, to 342 secondary schools) most of them being set up in districts and centres where there had been none so far.

Likewise, the number of pupils who are granted admittance into the VIIIth form, has risen to 6,499 (in the schoolyear 1956—57 there were 33,107 pupils in the VIIIth form, to the 26,608 pupils in 1955—56).

Into the VIIIth form are admitted, after an entrance examination, pupils who have graduated from an elementary seven year school.

Starting with the schoolyear 1956/57, the duration of secondary education has been extended from 10 to 11 years (first to eleventh form). This will bring about a considerable improvement in general culture education.

In the Xth form, secondary education bifurcates into the humanistic and scientific departments.

Pupils who have graduated from secondary schools, receive a matriculation diploma which gives them the right to continue their studies in higher educational establishments.

d) *Special Schools.*

The following units and forms have been set up for children with certain physical deficiencies as well as for backward children :

- schools and kindergartens for the deaf and dumb ;
- schools for children who are hard of hearing (categories I and II) ;
- special forms for the deaf and dumb who are also mentally deficient ;
- schools and kindergartens for the blind ;
- special forms for blind children who are also mentally deficient ;
- auxiliary schools for mentally deficient children.

These schools have a seven or nine year duration.

In comparison with last year, the number of special units has risen from 22 to 25 and the number of pupils, from 2,224 to 3,443.

e) *Children's Houses*

Orphans or children whose parents have no possibility of bringing them up, are received in educational institutions

named children's houses. These aim at creating a favourable atmosphere for a manysided development of the children, thus replacing their family. Children aged 3 to 14 are accommodated there, and their education is secured in the nearest institutions and schools.

In the schoolyear 1956/57, 103 children's houses have been functioning, comprising about 10,000 children.

3. Teachers' Training Schools

In order to ensure a thorough training of the future teachers and turn them into cultured men, with a wide knowledge in the technical and agro-technical field, in problems of art, music, etc., there have been created, beginning with the schoolyear 1956/57, 7 Teacher's Training schools with a two year duration. Graduates from secondary schools with a matriculation diploma, are admitted to these institutions, after an entrance examination.

To the same end, teachers' experimental training schools with a six year duration will be set up, giving admittance to those who have gone through seven year elementary schools.

4. Vocational and Technical Education and Training of Foremen

In the schoolyear 1956/57, there have functioned the following types of schools for training qualified workers, technicians and foremen necessary in the various sections of production.

a) *Professional schools for apprentices* are training qualified workers for industry, agriculture, building, transport, commerce, etc.

Their number has increased in the schoolyear 1956/57, by 408 units comprising 94,115 apprentices. Into these schools are admitted pupils that have graduated from the seven year elementary school.

The number of trades learned in schools, has also increased from 156 to 196, so that most qualified workers necessary to the national economy are trained in these schools.

b) *Technical schools* train qualified workers for the trades requiring a high level of general knowledge, as well as technical personnel in the different branches of our national economy, such as rate setters, technical draftsman, telegraphers, technical geologists, metrologists, sanitarians, accountants, etc. In the

schoolyear 1956/57, their number has risen to 110 units comprising about 14,500 pupils for 90 specialties.

Technical schools for technical personnel receive pupils who have graduated from secondary schools for general knowledge, while technical schools for qualified workers train pupils who have graduated from seven year schools.

c) *Technical schools for foremen* are training foremen for the needs of production. They accept qualified workers with a practice of 3 to 5 years in production, where they have proved to be good organizers. They are chosen among the front rankers who have done military service.

The number of technical schools for foremen has risen to 100 from the 95 existing last year. Likewise the number of pupils has risen to 6,655 in dayschools, in comparison with last year's 3,752 pupils.

5. *Higher Education*

During the academic year 1956/57, the network and structure of higher educational institutions has improved. There are now 41 such establishments and they include: universities, teachers training institutes, polytechnical institutes, technical industrial institutes, agronomic institutes, higher medical institutes, dramatic institutes, institutes for fine arts, a higher institute for economy and an institute for physical culture and sports.

Higher educational establishments are attended by pupils having graduated from secondary schools and having passed an entrance examination.

The number of students attending day courses in the higher educational institutes during the academic year 1956/57, has increased to 56,170.

6. *Evening and Correspondence Courses*

Evening and correspondence courses give the working people the possibility of completing their studies without their having to leave their posts.

During the schoolyear 1956/57, there functioned 248 evening schools and sections attached to general culture schools for young workers in factories, plants and in the country, that is 40 units more than last year.

Likewise, the number of pupils attending these courses has increased to 40,700 pupils.

Evening and correspondence courses have comprised 34,416 persons this year.

Evening courses as well as correspondence courses have the same duration as day schools. At the end of their studies the pupils have to pass the matriculation examination; this grants them the same rights as those granted to the pupils attending day schools.

Evening and correspondence courses are attached to foremen's technical schools too. During the schoolyear 1956/57, over 4,000 foremen have attended such courses without having to leave their work.

Evening courses at higher educational institutes have been attended by 521 students and correspondence courses have comprised 24,515 students.

7. Tuition Given in the Languages of the National Minorities.

Tuition in the languages of the national minorities is constantly expanding. There are elementary four year schools in every village inhabited by national minorities and the network of seven year elementary vocational and technical schools has greatly increased. Where the required number of children for the setting up of complete school units does not exist, special sections in which the pupils can study in their mother tongue have been attached to the schools where tuition is given in Rumanian.

The schoolyear 1956/57 has witnessed the following educational units where tuition is given in the language of the national minorities:

- 1,083 kindergartens;
- 1,343 four-year elementary schools and 261 sections attached to the schools where tuition is given in Rumanian;
- 615 seven-year elementary schools with 62 sections attached to the schools where tuition is given in Rumanian;
- 58 secondary schools and 16 sections attached to the schools where tuition is given in Rumanian.

All these schools have been attended by 266,130 pupils.

We must mention that the number of schools for national minorities is included in the above given total number of educational units throughout the country. Of great importance for the cultural-social development of the Hungarian minority in

the Rumanian People's Republic, are the higher educational establishments in which tuition is given in Hungarian and which have been set up and have developed since 1944; the „Bolyai“ University in Cluj and the medical-pharmaceutical institute in Tirgu-Mures, the dramatic institute „Szentgyörgyi Istvan“, in Tirgu-Mures and the sections with tuition in Hungarian of the agronomic institute in Cluj, of the institute for fine arts „I. Andreescu“ and of the institute for music „Gh. Dima“ in the same town.

These higher educational units are the constant concern of our democratic people's state, being financed out of the state budget.

II. THE SCHOOL SYLLABUS

1. *Pre-school education*

The kindergarten aims at contributing towards a manysided development of the children and training them for the elementary school.

Within the kindergarten compulsory activity (lessons) children are taught the simple elements of counting and calculating up to 10. They are taught how to express themselves clearly and correctly when answering questions or relating something. They learn to draw simple objects and to use a pencil, a brush and watercolours. They are taught simple poems and easy songs, in accordance with their age. (In kindergartens, children are not taught the elements of writing and reading).

During the remaining time spent at the kindergarten, the children have the opportunity of playing about, of seeing puppet shows and transparencies (organized by the kindergarten).

Children take walks or make excursion almost daily. They are taught to take care of plants and small animals.

2. *General Culture Education*

General culture education aims at giving pupils of all educational units (according to their age) a manysided development by means of a harmonious and unitary system of scientific knowledge and practical activity and by means of a moral, esthetic and physical education.

In the schoolyear 1956/57, the first steps have been taken for the gradual and organized introduction of polytechnical elements into general culture education, this being the main condition for a manysided development of the pupils, as well as for an ever closer link between theoretical knowledge and practice.

— Elementary education in the firsts 4 forms hat to accustom the pupils to read and write correctly, to develop their manner of thinking and of expressing their thoughts, to make them acquire some elementary knowledge and elementary principles of work and of hygiene, as well as to ensure their harmonious physical development.

Elementary education in the forms V—VII aims at making the children acquainted with the grammar of the Rumanian language (their mother tongue) and with the best Rumanian literary works. It aims at enabling the pupils to express themselves in speech and writing in two foreign languages, at giving them a broad and unitary system of knowledge in history and natural sciences; it further aims at fostering the pupils' conscious discipline as well as their patriotic and esthetic education, at expanding the sphere of their practical abilities and at making them familiar with the elementary practice of culture and sports.

Secondary education (forms VIII to XI) completes the general culture of the pupils by making them study Rumanian literature as well as the most important foreign literary works—especially Russian, English, French, German, etc. by giving them the necessary knowledge of philosophy, psychology, logic and political economy; by expanding and deepening their knowledge of natural sciences and their abilities of practical work. Secondary education completes the manysided physical education of the pupils. The educational activity in schools is carried on along a unique syllabus worked out by the ministry.

The imparting of knowledge is done concentrically, the educational material of the first four elementary forms being taken up once more and gone deeper into, in forms V—VII and then, in the VIII—XI th forms in accordance with the pupils' various ages. 89 educational syllabuses have been worked out for the schoolyear 1956/57 The gradual introduction of polytechnical elements into our educational system has continued this year and there exist ever closer links between our schools and life, practice, and productive work.

The experiment which was begun last year by introducing handwork into 8 schools has been extended this year to over 100 more schools which have been provided with the necessary apparatuses and tools.

Farming has been introduced into the forms V—VII of all the seven year and secondary schools, which have experimental lots.

3. Vocational Education

The educational plans for vocational education include classes for the theoretical training of apprentices, as well as practical activity classes.

In the schoolyear 1956/57, the number of days assigned for theoretical training, has considerably increased with a view to achieving a thorough theoretical training for most of the trades.

The average number of hours of theoretical training represents about 35% of the total number of hours in vocational schools, and about 40% in training-schools for technical foremen, rising to 60% in some specialties.

To avoid the children's overworking themselves, the total number of hours in the educational plans has been reduced for practical training: 6 and even 4 hours daily in some difficult trades, for apprentices in the 1st and 2nd year, and 8, respectively 6 hours daily, for the last term (2nd year for two year training trades, or the 3rd year for three year training trades). In order not to diminish the quality of apprentices' practical training, special attention has been paid to the harmonious blending of theoretical and practical training, as well as to the good organization of practice in production.

In the schoolyear 1956/57, the training period in school-shops has been raised to a whole year (1st year) for trades with a three year training and 3—6 months, for trades with a two year training.

4. Technical Education

The new syllabus of technical schools for qualified workers to which graduates from seven year elementary schools are admitted includes (besides specialty subjects) subjects concerned with general culture such as mathematics, physics, etc., in order to raise the cultural level of the workers. In technical schools

which admit graduates from secondary schools, as well as in schools for the training of technical foremen, the syllabus is, mostly made up of specialty subjects.

New educational plans and syllabi have been worked out with the help of a great number of specialists, members of the scientific council of the ministry of Culture and Education.

The syllabi have been considerably improved since last year.

They are now being revised according to the number of hours provided by the new educational plan, in order to eliminate certain parallelisms in similar objects or themes, as well as with a view to including the latest technical-scientific discoveries.

5. Higher Education

The re-examination of higher educational plans and syllabi has been carried on, with the aim of improving the students' specialty training through linking the contents of education to industry, agriculture, arts, etc.

The present syllabi have been completed by the introduction of the newest conquests of modern science and technique. The syllabi are being improved and completed by commissions of specialists made up of teachers having a very wide educational experience.

The students' practice in production and pedagogical practice have been guided more thoroughly and their work has been under the close control of teachers and specialists.

The scientific activity of the teaching staff in higher education has considerably developed, in consequence of the important support the state is granting to this domain. The plan of scientific research in higher education comprises about 4000 theoretical themes as well as themes concerning the solution of certain scientific-technical problems our industry and agriculture are interested in. The great advance and the many-sided development of research work in our higher educational establishments are not only assisting the progress of science and technique, but they also contribute to constantly improve the training of the teaching staff and therefore to raise the level of higher education in our country. Scientific sessions, organized yearly by every higher educational establishment, have become a tradition in our education and form one of the means of

making known and of thoroughly discussing our specialists' scientific achievements.

The development of scientific research work in the Rumanian People's Republic has rendered possible the organization, in our country, of the congress of mathematicians in 1956, the congress of physicians in 1957, as well as other national scientific congresses in which numerous scientists from other countries participated and to which the teaching staff of higher educational establishments largely contributed.

Likewise, numerous scientists working in our higher educational institutes participated in various international congresses held abroad.

In the schoolyear 1956/57, the number of scientific bulletins published by universities and higher educational technical institutes has increased and the exchange of similar higher educational publications with other countries, has grown more intense.

Of outstanding importance for the scientific formation of the students and for the training of future research cadres, is the ever growing action of drawing students into the field of research through the students' scientific circles which are functioning at the faculties, led by the specialty chairs. During the present academic year, there have been more than 700 such circles having about 13,000 membres and studying over 3500 themes.

In April 1957, the 2nd national conference of the students' scientific circles took place. Over 230 of the students' most outstanding works were read and discussed.

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In the schoolyear 1956/57, the number of textbooks published has been constantly increasing. For this schoolyear, the Didactic and Pedagogic State Publishing House has brought out 283 textbooks for general culture education in an edition of 10,097,000 copies.

The contents of the textbooks for general culture education have been considerably improved.

The publishing plan for the schoolyear 1957/58 includes 360 textbooks for general culture, to be printed in an edition of 12,472,000 copies. The new textbooks will be elaborated following a competition.

In the schoolyear 1956, 48 textbooks for vocational apprentices' schools and 42 for technical foremen's schools have been published.

An important number of textbooks are being brought out for the schoolyear 1957/58.

The 1956/57 publishing plan for higher education contains over 500 titles of textbooks and courses.

The number of volumes in school-libraries and higher education libraries has increased considerably. In the schools for general culture, the number of volumes has gone up from 3,700,628 in the schoolyear 1952/53, to 6,326,509 in 1955/56 — an increase of 71 %.

The libraries in higher educational establishments have increased their number of volumes to 5,880,332 volumes at the end of 1956.

The sums allocated for the academic year 1956/57 for endowing the central university libraries and the libraries of higher educational establishments, have risen above 3,300,000 lei.

The number of readers has also considerably increased in 1955/56, in school libraries as well as in higher educational libraries.

In the schoolyear 1955/56 the number of readers has gone up to 4,000,000 as against 1,203,316 in 1951/52; they have consulted 5,658,867 volumes.

A great number of elementary, secondary and vocational schools have consulted 5,658,867 volumes.

The ministry of Culture and Education has paid considerable attention to the use of films and transparencies in the educational process.

A great number of elementary, secondary and vocational schools have been endowed with projection apparatuses for films and transparencies.

The Cinema Caravan and the ministry of Education and Culture has given about 500 shows, attended by over 250,000 schoolchildren in schools that have no projection apparatus of their own.

The Ministry of Culture and Education possesses 500 didactic films of 35 m and 16 mm.

Likewise, 337 educational and scientific transparencies in 200,000 copies have been produced and are at the disposal of general culture schools and vocational and technical schools.

An intense activity is being carried on in the production of transparencies and scientific-technical films by the laboratories set up in the higher educational institutes. In the years 1955/1956, these laboratories have produced 49 educational films of 16 mm., 52 transparencies and 27 themes for diapositives.

All higher educational institutes now possess projection apparatuses which enable the students to view scientific, documentary and didactic films every week.

The different forms of extra-curriculum and extra-school activity have considerably contributed towards the educations of the youth. These activities are organized and carried on under the guidance of the teaching staff and the youth organizations in schools.

The activity carried out in the circles organized in schools by the teachers of various subjects as well as in the circles and cabinets of Young Pioneers' Houses, in the sport circles and choir teams and during pioneer excursions and marches, has fostered the children's love for their homeland, for its historical past and the wish to know and to value the riches of our country.

Pioneer debates on various themes, literary evenings, camp fires, competitions, meetings attended by scientists, writers and artists, cinema and theatre shows, exhibitions and museums, all these activities have drawn in hundreds of thousands of pupils contributing more and more to expand and consolidate the knowledge acquired during classes, to develop the children's interest in science and technique as well as in art and culture.

The Young Pioneers' Palace in Bucharest and the 99 Pioneers' Houses all over the country (there were 80 Pioneers' Houses in the schoolyear 1955/56) have greatly helped to guide the teaching staff and the youth organizations in organizing extracurriculum and extra-school activity and they have contributed towards the education of the pupils.

The Republican Station of Young Naturalists in Timișoara has considerably helped the teaching staff in guiding the young naturalists' activities in schools. At the same time it creates and fosters among the schoolchildren of this town a great love of nature and interest in agricultural productive work; it also increases their knowledge in the field of natural science.

Both in the general culture educational system and in the pedagogical and professional systems, a great number of artistic

teams and dramatic teams, as well as orchestras, have been set up. They are carrying out a rich cultural activity. As regards higher education, an important contribution towards the education of the students' is being made by the students' associations, which are professional organizations. They have been created in all higher educational establishments. They are concerned with raising the students' professional level and drawing them into research activity in scientific circles. They organize the students' cultural and sport activity and support their social work.

Higher educational centres now have students' culture houses, which enable the students to widen their cultural and artistic horizon and to develop their creative abilities.

At the beginning of the schoolyear 1956/57, the students' scholarships, were raised with a view to offering the students, not only better living conditions, but also the means of meeting the expenses incurred by their cultural interests.

The State has also provided the necessary funds for the students' scientific excursions. The students are offered free medical assistance and admittance into hospitals, through students' polyclinics. A hospital and a dietary canteen for students have been set up in Bucharest and the canteens in higher educational centres have dietary sections.

III. THE TEACHING STAFF

In 1956/57 the general culture establishments have the following teaching staff: 10,201 kindergarten nurses, 48,252 schoolmasters for the I—IVth forms and 40,576 teachers for the V—XIth forms and for pedagogical and special schools.

For the improvement in the training of the teaching staff in pre-school, elementary and secondary units, there are four institutes for inter-regional improvement of the teachers' training.

Highly qualified specialists in all the educational subjects are guiding the training activity.

The improvement by means of courses is organised in such a manner, that all kindergarten nurses, schoolmasters and teachers, have to attend a course every 5 years.

Thus the teaching staff can be periodically informed about the latest achievement of science in their domain of activity, as well as in pedagogy. There are also other ways of improving the training of the teaching staff. In pedagogical specialty circles,

which meet monthly, the teachers debate various specialty problems and the best methods of tuition.

Of outstanding importance for improving the training of the teaching staff, are the district consultations which are held in every district twice a year (in August and January).

At these conferences, they discuss the methods used during the preceding term or year, they compare their experience, and take decisions regarding the improvement of the educational activity in the following period.

As regards the teachers and foremen-instructors as well as the headmasters of vocational, technical and technical foremen's schools, special care is being taken to draw the best specialists in the various branches of production into this educational system. Thus, in the vocational schools of big enterprises, building sites, state farms, etc., engineers and foremen with great experience in production and with pedagogical aptitudes are appointed as teachers.

In order to improve the methods of tuition, there has been organized in the schoolyear 1956/57, a special course for 63 foremen instructors from the metallurgical, electrotechnical and agricultural sectors.

Likewise, 60 teachers for objects of general culture who are giving tuition in vocational and technical schools, attend courses organized by the Bucharest Institute for Improving the Training of the Teaching Staff.

IV. MATERIAL BASIS OF EDUCATION

1. *Education Constructions*

The improvement of the material basis of education of every grade in the Rumanian People's Republic has been this year too an outstanding concern of our state with a view to ensuring through the state budget, the funds needed for the construction of new schools and for the equipment and keeping in repair of those already existing.

Besides the funds allocated within the state budget, the People's Councils have largely contributed with materials and sums out of their own income, towards the construction of schools, to which we must add the contribution of the local population who are interested in having many schools. 351 building for elementary schools have been erected and made available in

1956. They have also been equipped with the necessary furniture, apparatuses and instruments. Besides these new constructions, 378 buildings for elementary schools have been repaired and equipped. As regards the other grades of education (pre-school, secondary, vocational and higher education) they have the necessary floor space, so that in 1956, the construction of new school buildings for these grades of education has not been an urgent problem for the Rumanian People's Republic. As regards the floor space for the accommodation of pupils in general culture education and professional education, it has been largely ensured in 1956, through numerous repairs and enlargements carried through in the existing buildings. But it has been necessary as regards higher education, to build new hostels, aiming at the same time at improving the students' conditions of work and rest, through the construction of smaller dormitories accommodating 4 persons at most. In 1950 the number of students accommodated in old and new hostels has been increased by 4200 in the following towns: Iași, Cluj, Stalintown, Timișoara, Galați, and Bucharest.

Constructions designed for schooling are built in the Rumanian People's Republic, in accordance with project norms apt to be used again. The study and experimenting of these projects are mainly concerned with the floor space for schooling as well as the pedagogical conditions and the materials and building system that have been used.

At the end of the experimental period (in 1960), the necessary improvements will be made in these project-norms on the basis of this study and of the practical results that have been obtained.

2. Teaching Material

The production of teaching and graphic material (plates, pictures, maps, history and geography atlases) apparatuses and implements, has been intensified, as compared with the production in 1955/56.

The bulk of the material that has been produced, is 1.5 larger than in 1955/56. Other departments and cooperative units have had their share in the endowment of schools with teaching material. Simple teaching material for elementary schools and kindergartens is also made in the numerous workshops attached to schools, in order to accustom the pupils to the handling of

simple tools. In comparison with 1955/56, new apparatuses are being produced (models of industrial and agricultural machines) they are necessary for the study of machines within the framework of the new syllabus for general culture.

The ministry of Education and Culture have allocated considerable fund for equipping vocational and technical schools with implements and machines.

Workshops of vocational schools produce tools, instruments and even implements made by pupils and foremen-instructors. Part of these are used as teaching material in vocational and technical schools and in higher educational institutes. Thus, the vocational schools for apprentices belonging to the ministry of Education and Culture, have in their plan of production, implements and apparatuses and even complex machines for the equipment of laboratories and higher educational institutes (e.g. School No. 2 Bucharest, etc.). According to a decision of the Ministry of Education and Culture, in the schoolyear 1957/1958, the production of teaching material required by schools of every grade, will be assigned to a certain number of vocational schools for apprentices, belonging to the above mentioned ministry.

A series of apparatuses necessary for higher education, that were imported in recent years, are now being made by the Teaching Material Enterprise of the Ministry.

In the present schoolyear, new laboratories have been set up in the higher educational establishments, and the equipping of the existing ones with modern apparatuses has been carried on.